

TECHNOLOGY USE PLAN

Adopted 3/11/98

HARMONY UNION SCHOOL DISTRICT

Harmony Elementary School & Salmon Creek Middle School

The Harmony Union School District will provide every student the opportunity to develop intellectually and personally. Students will be prepared for the world in which they will live. The community will feel that they are getting their money's worth from the education provided within the district.

The Harmony Union School District has Board adopted standards developed by teachers, administrators, and community members defining what students will know and be able to do. Students will acquire competence in reading, writing, science, math, and history. Technology will be used as a tool to enhance learning in each of these curricular areas and as a means to connect the schools with the world beyond our walls.

The Harmony Union School District will be known for its technological excellence. Through the implementation of this Technology Use Plan, Harmony Union School District will create opportunities for its students to be active participants in the 21st Century.

Our Five Year Use Plan includes the following components:

- I. Curriculum and Instruction
- II. Educational Community
- III. Network, Equipment, and Software
- IV. Professional Development
- V. Evaluation Strategies
- VI. Acquisition Guidelines
- VII. Maintenance, Repair, Security
- VIII. Timeline of Implementation
- IX. Tech Competencies
- X. Instructional Models
- XI. Internet Policy

I. Curriculum and Instruction

A. All instruction will be designed and delivered to enable students to be:

1. Complex thinkers who can use computer technology and software to:
 - define problems
 - gather information
 - analyze data and information
 - interpret and generalize results
2. Communicators and producers who use a variety of technologies and computer skills effectively
 - work collaboratively and individually to plan and produce a product
 - recognize appropriate use and benefits of computer technology to communicate information, ideas, and data
3. Independent learners who can use computer technology to:
 - communicate, acquire knowledge, and develop skills
 - access, analyze, interpret, and use information and data
 - transfer computer skills learned from one activity to a different activity
4. Contributing citizens who understand the ethical use and impact of computer technology such that they:
 - exhibit ethical behavior in the use of technology
 - identify and analyze the impact of advanced and emerging computer technologies on society and on the global community

B. Technology will be used as a tool in all core curricula.

1. Teachers will select from CD-ROM's, videotape, a variety of software, the Internet and other technologies to support students in meeting the district standards.
2. Students will access learning resources via telecommunication networks.
3. Students will use technology to analyze, interpret, synthesize and apply information.
4. Students will communicate and share learning using a variety of technologies.
5. Staff will participate in extensive staff development to develop their expertise and assist in the design of new curricular units.

C. Students will master fundamental technology literacy

1. Students will acquire identified technology competencies (see attached tech competencies).
2. Tech competencies will be taught within the core curriculum.

D. Technology will be readily accessible by staff and students

1. Library and technology resources will be integrated into school media centers.
2. An electronic circulation and card catalog system will be established in the media center.
3. Students will have access to mini-labs in classrooms.
4. Each teacher will have a computer hooked up to local and wide area network.

E. Access to telecommunication systems will be readily available to students, parents, and community members for information retrieval, research and communication.

1. Implement Wide Area Network to provide access to the Internet.
2. Provide access to communication systems such as e-mail.

II. Educational Community

- A. Establish a clear focus on the need for and potential of technology**
 - 1. Create a multi-year district goal focused on student acquisition of competency in using technology as a tool.
 - 2. Create a district mentorship to provide internal support to staff and students in the use of technology.
 - 3. Join Project Connect to provide external support to staff in acquiring technology skills and re-writing curriculum.
 - 4. Provide regular updates to stakeholder groups including the Board of Education and Site Councils about progress toward meeting the district goal.

- B. Create a community hub for informational technology at schools**
 - 1. Open the technology facility at Salmon Creek to the public one evening per week and provide instruction as requested.
 - 2. Invite parents to participate on site technology committee.

III. Network, Equipment, and Software

- A. Students, staff, and community will have access to technology as tool in the educational process.**
 - 1. Purchase hardware for use in library media centers and classrooms.
 - 2. Wire both sites including media centers, classrooms and offices and create WAN via ISDN lines.
 - 3. Purchase software to support implementation of district standards and acquisition of tech competencies.

- B. Provide funding for maintenance, repair, and security of equipment and systems to minimize downtime.**
 - 1. Hire tech coordinator at each site responsible for maintenance, repair, and upgrading of computers.
 - 2. Establish a line item for technology in the district budget with a percentage dedicated to repair and maintenance of site equipment

- C. Develop a plan to continually upgrade equipment and software**
 - 1. Seek donations of useful equipment through newsletters.
 - 2. Send key people at each grade level to workshops and conferences to stay abreast of latest appropriate technology.

IV. Professional Development

The objective of staff development at Harmony Union School District shall be to seek out, host, and provide access to professional development in technology for the staff and community. These efforts will make use of varied resources such as district facilitators, SCOE personnel, consultants, vendors and other individuals with expertise in hardware, software, the Internet, and allied technological areas.

The District will support professional development through release days and the commitment of monetary resources. Information regarding in-service events and workshops will be brought to the staff in a timely manner.

A. The professional development opportunities will

1. Provide a continuum of opportunities that address staff members' expertise and concerns.
2. Support the development and use of teaching strategies, which use and integrate technology.
3. Provide time for teachers to develop innovative curriculum utilizing technology.
4. Reflect the needs expressed by the staff in the annual Site Plan survey.
5. Utilize existing hardware and software.
6. Maximize the use of district staff expertise.

V. Evaluation Strategies

A. Technology will be used as a tool in -all core curricula

1. Administrative- observation during classroom teacher evaluations-
2. Re-written unit and lesson plans produced by teaching staff.
3. Evidence of the use of technology in all core curricula in student portfolios.

B. Students will master fundamental technology literacy

1. Teachers will assume responsibility for instruction in and monitoring of technology competency at the grade levels described in this plan.
2. Each teacher will create an assessment tool such as a check-off sheet or rubric that reflects students progress toward technological competencies.
3. Technology literacy will become a component of student/parent conferences and report card.

C. Technology will be readily accessible by staff and students

1. Administrators at each site will monitor acquisition of and accessibility of technology to staff and students.
2. The annual end-of-year site report by staff and students will reflect addition of an item addressing convenient access to technology.

D. Access to telecommunication systems will be readily available to students, parents, and community members for information retrieval, research and communication.

1. The annual end-of-year site report by parents will reflect addition of an item addressing access to telecommunications.
2. The site Technology Coordinators will record community use and report to administrators.

VI. Acquisition Guidelines

A. Guidelines for equipment and software purchases:

1. Appropriate software will be acquired at each grade level, which supports the implementation of District standards.

B. Important considerations for purchase will be:

1. How does the software address grade level standards?
2. Is the software "user friendly"?
3. What are copyright/copy protection guidelines related to the software?
4. Will software operate on District equipment?
5. Are modifications to equipment or facilities needed to run programs?
6. Is maintenance and technical support available?
7. Will program network with other stations?
8. What modifications to network will be required?
9. What in-services will be needed?

C. Acquisition shall be coordinated so as to not duplicate purchases.

D. Purchases will be related to SITE Plan.

E. Equipment purchases be made with the idea –of standardizing-District equipment; minimizing the variety of equipment to be maintained.

F. Each curricular area should be provided a budget for the purchase of appropriate software and support materials.

G. Software and hardware will be available on an equitable basis.

H. Decisions about hardware and software purchases will be based-on input from teachers and Tech Coordinator.

VII. Maintenance, Repair, Security

A. Technical Support

1. The object of technical support will be to maintain district systems, hardware, and software.
 - a district wide plan to provide for regular maintenance will be developed and funded.
 - a budgetary process will be developed to provide for on-going repair.
 - Where feasible, site staff will be trained to provide repair.
 - Maintenance services will be utilized.
 - When new equipment is considered, provisions will be made for required wiring to network.

B. Security Systems

1. The object will be to provide security for District technology hardware and software.
 - Current security systems for areas which house technology will be evaluated and upgraded as needed.
 - Appropriate blocking programs will be installed on all computers accessed by students.

VIII. Timeline of Implementation

- | | |
|-----------|--|
| 1996-1997 | <ul style="list-style-type: none">• Establish district tech goal• Board of Trustees approves Internet Use Policy• Select district mentor for tech• Purchase hardware with one-time site grants and Site Council money for Intermediate and middle grades• Join SCOE's Project Connect• Board adopts technology plan• Offer staff development opportunities that address needs of staff members on all levels of the change process |
| 1997-1998 | <ul style="list-style-type: none">• Extend district tech goal• Install ISDN at both site• Hire tech coordinators at sites• Wire both schools• Establish Internet connectivity for WAN• Purchase addition hardware to extend into primary grade• Select district mentor for tech• Revise tech plan• Establish district technology committee to create process for software review and other technology issues• Begin training student Tech Team• Offer staff development opportunities as above |
| 1998-1999 | <ul style="list-style-type: none">• Begin revision of curriculum to incorporate the use of technology• Purchase additional hardware to include all primary grades• Create a Network Server environment for all teachers -• Expand training of student Tech Team at middle grades• Pursue grant funding• Continue revision of core curricula to incorporate the use of technology• Offer staff development opportunities as above |
| 1999-2000 | <ul style="list-style-type: none">• Purchase additional hardware including teacher workstations in selected classrooms• Pursue grant funding• Continue revision of curriculum to incorporate the use of technology• Offer staff development opportunities as above |
| 2000-2001 | <ul style="list-style-type: none">• Purchase additional hardware including teacher workstations in all classes• Pursue grant funding• Continue revision of curriculum to incorporate the use of technology• Offer staff development opportunities as above |

IX. Tech Competencies

Harmony Union School District Technology Competencies

	K-3	4-5	6	7	8
Computer Basics	I	S	U		
Structured Keyboarding	I	I/S	U		
Word Processing	I	I/S	S	U	
Basic Graphics	I	I/S	I/S	S/U	U
Information Retrieval & Research Skills	I	I/S	I/S	S/U	S/U
Telecommunications	I	I/S	I/S	S/U	S/U
Databases/Spreadsheets	I.	I/S	I/S	S/U	S/U
Desktop Publishing		I/S	S	S	S/U
Multimedia Presentation		I	I/S	S/U	S/U

I - Introduced

S - Shared Responsibility

U - Utilized Independently

X. Instructional Models

There are four key models recommended for students and staff members in the future. These include:

- classroom mini-labs
- teacher workstations
- an instructional lab
- mobile multi-media station

A. Instructional Lab

At Salmon Creek, the instructional lab will consist of thirty stations. All computers will access the Internet. The lab will be located in the Great Room/Library, which will be dedicated to creating a work environment focused on access to information. At Harmony Elementary, eight computers will be on line in the library.

B. Classroom Mini-Labs

Each class will have four computers and printer. Each class will have a teacher workstation. These will be networked to the school office, district office, and the world.

C. Multimedia Station

There will be a multimedia station on wheels available for all classrooms.

D. Teacher Workstation

Each teacher will have a computer hooked up to LAN and WAN, printer, modem/fax and CD-ROM.